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FOLLOW-UP STUDY OF NORTHERN MICHIGAN UNIVERSITY MASTER OF ARTS GRADUATES.

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IN 1960, THE UNIVERSITY OF NORTHERN MICHIGAN BEGAN ITS OWN PROGRAM LEADING TO A MASTER OF ARTS DEGREE. THE FOLLOWUP STUDY, CONDUCTED IN 1965 TO ASSESS THE PROGRAM S EFFECTIVENESS, COVERED GENERAL CHARACTERISTICS OF THE GRADUATES, THEIR EDUCATIONAL HISTORY AND EMPLOYMENT, AND THEIR EVALUATION OF THE PROGRAM. A QUESTIONNAIRE WAS PRETESTED WITH 30 OF THE 437 GRADUATES. FOLLOWING PRETESTING, THE QUESTIONNAIRE WAS MAILED TO THE REMAINING 407 GRADUATES, AND 349 (80 PERCENT) GRADUATES RESPONDED. RESPONSES WERE SUMMARIZED AND TABULATED, AND DATA GATHERING INSTRUMENTS AND SAMPLES OF RESPONDENTS' COMMENTS WERE INCLUDED. (SK)

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MASTER OF ARTS GRADUATES

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SUMMARY

In January, 1965, a questionnaire was sent to the 437 persons who had received a Master of Arts degree from Northern Michigan University during the period 1960 to 1965. The questionnaire was designed to obtain certain demographic data as well as the reactions of graduates to their graduate studies at Northern. Useable questionnaires were returned by about 80 percent (349) of the graduates.

The median age of all respondents was 33 years and their median age at the time of receiving the M. A. degree was 30 years. Most graduates were not continuously enrolled as full time students during the period of their graduate work; this is reflected in the median time required to obtain the degree--about three years. More than half the graduates had begun their graduate studies within a year after receiving their baccalaureate degree.

More than 80 percent of the graduates did their undergraduate work within the state of Michigan, about 70 percent at Northern Michigan University. Graduates had a wide range of undergraduate majors with about 75 percent being quite evenly distributed among the general areas of education, science and social science. Undergraduate majors of the other 25 percent were quite evenly distributed among language and literature, fine arts, and business.

About half the graduates had completed graduate studies in curricula directly concerned with teaching, about one fourth in educational administration, and about one fourth were evenly distributed between guidance and counseling and a subject area degree. Somewhat less than half of the graduates had transferred some graduate credit and had applied Northern Michigan University extension credit toward their M. A. degree requirements.

About one fourth of the graduates had completed some credit work beyond their M. A. degree. Eleven persons reported that they had received an additional degree or specialist certificate. Fifty-seven graduates (17 percent) indicated that they were working towards but had not as yet completed another degree; 16 of these were engaged in doctoral study.

A majority of the graduates (about 85 percent) were employed both prior to and following receipt of the M. A. degree in some capacity in an elementary or secondary school. Following the degree there was a small decline in the number of persons engaged in classroom instruction and a comparable increase in the number employed in administrative and counseling and guidance positions. Prior to receiving the M. A. degree five graduates were employed in a college or university; at the time of the survey twenty graduates held such positions. About 75 percent of the graduates felt their position

was directly related to their graduate studies, but about 25 percent felt their graduate training had little relationship to their current employment.

Approximately 75 percent of the graduates were employed in Michigan (59 percent in the upper peninsula). The range of salaries reported by fully employed graduates was $4,200 to $20,000; more than 75 percent reported salaries between $5,100 and $8,000. They attributed on the average about $400 of their annual salary to their M. A. degree.

In general, graduates expressed positive feelings toward their graduate studies at Northern Michigan University. Most felt that the quality of instruction received and the general learning atmosphere were good and that their graduate work had been of professional value to them. However, a number of graduates were somewhat critical of library facilities.

Graduates valued most highly courses taken within their major field of study and a number of graduates would like to have had a wider range of courses from which to select in their major field. In retrospect, about one fourth of the graduates would like to have selected a different graduate curriculum; most of these would have preferred greater specialization. About two thirds of the graduates expressed interest in a sixth-year program, presumably within their present areas of interest or an allied field.

FOLLOW-UP STUDY OF NORTHERN MICHIGAN UNIVERSITY

MASTER OF ARTS GRADUATES

I.

INTRODUCTION

Northern Michigan University participated in a cooperative graduate program with the University of Michigan from 1938 - 1960. In 1960 the University began its own program leading to the Master of Arts degree.

The University, during the period July 1, 1960 - September 1, 1963, developed and offered the following curricula leading to the Master of Arts degree:

A. Education

1. Elementary Education
2. Secondary Education
3. Administration and Supervision
   a. General Administration
   b. Elementary Administration
   c. Secondary Administration
4. Guidance and Counseling
5. Special programs
   a. Master of Arts degree in Education and Teacher Certification
      (1) Elementary Education
      (2) Secondary Education
   b. Master of Arts degree in teaching of the mentally handicapped

B. Programs emphasizing teaching specialties (Master of Arts in Teaching). Most departments of the University participated in this program.

C. Programs in a limited number of subject matter areas leading to the Master of Arts

1. Business and Economics

2. Science

3. Sociology

In addition to developing the above programs, the Master of Arts curricula in Elementary and Secondary Education were made flexible enough to enable students who desired to convert a Secondary Teaching Certificate to an Elementary Certificate, or vice versa, to do so with a small amount of additional required work.

Recommendations of the North Central Association led in the fall of 1963 to a consolidation of curricular offerings and resulted in the Master of Arts degree in Education with the following curricula:

1. Elementary Education

2. Secondary Education

3. Administration

a. Elementary

b. Secondary

4. Guidance and Counseling

This program provided (as did its predecessor) enough flexibility to enable students holding baccalaureate degrees to qualify for the Master of Arts and Michigan teacher certification with only a small amount of work beyond that required for the Master of Arts alone. Similarly, provisions were made to enable students to meet requirements for approval as teachers of the mentally handicapped with only a modest amount of work beyond the 30 hour minimum required for the Master of Arts.

Purpose

As an institution plans for new curricula as well as changes in the old, it is well to study the results of its previous and current programs. One way to accomplish this is through follow-up of graduates to assess the effectiveness of programs offered and to ascertain the satisfaction of graduates with their experiences. The purpose of the study reported here was to obtain feedback on program effectiveness and student satisfaction from persons awarded the Master of Arts degree by Northern Michigan University in the years 1960 to 1965. At the time the study was initiated, January, 1965, 437 Master of Arts degrees had been awarded.

Procedure

To collect data required for the study a 38-item questionnaire (see Appendix A) was prepared. In developing the questionnaire, a number of persons on Northern's faculty were consulted for suggestions. An attempt was made to include questions which would pertain to all or most of the significant aspects of Northern's program in graduate education.

Prior to general distribution, the questionnaire was sent to 30 of the 437 Master of Arts graduates for pretesting. No particular formula was used in selecting the 30 people except that an attempt was made to get a fair cross section of curricula under which the M. A. had been obtained. Following pretesting only very minor revisions were made and the questionnaire was mailed to the remaining 407 graduates.

It should be noted that respondents were asked to provide their name and address on a portion of the front page of the questionnaire which was detached as soon as the questionnaires were returned and before they were reviewed. This was done to insure anonymity of all responses. In an effort to get as many persons to respond as possible, a follow-up request was sent to all who had not returned the questionnaire within four weeks after the original mailing.

By June 1 of 1965, completed questionnaires had been received from 349 graduates which represents about an 80 percent return. This report is based on responses from these 349 persons.

In the present report, no attempt is made to compare responses by sex, age, curricula or other classifications of respondents. Such comparisons may, however, be made in subsequent analyses of the data, should this be found desirable.

II.

GENERAL CHARACTERISTICS OF RESPONDENTS

Age of respondents at the time of the study is summarized in Table 1.

Table 1. Age of Respondents in Spring, 1965

Age	Number	Percent
20 - 25	10	02.9
26 - 30	109	31.3
31 - 35	101	29.0
36 - 40	46	13.2
41 - 45	29	08.3
46 - 50	18	05.3
51 - 55	23	06.6
56 - up	12	03.4
Total	348	100.0

The median age of all respondents at the time of this study was 33 years. The ratio of men to women respondents was about 4 to 1. This ratio is very similar to that in the population of the 437 Master of Arts graduates, indicating that the sex ratio in the sample closely approximates the population value. The ratio of married to single respondents was almost 5 to 1; however, about 20 percent of the respondents failed to provide data on marital status so this estimate is subject to some error.

Of the graduates who returned questionnaires 111 had taken graduate work at Northern prior to February of 1960 under the cooperative program with the University of Michigan and had applied this credit toward the Master of Arts at Northern. Of the remaining respondents, 223 took their first work at Northern after initiation of our own graduate program in 1960, and five respondents failed to provide information as to when their graduate work at Northern was initiated.

Three hundred thirty-one respondents provided information as to the date on which their Master's degree was conferred. These data are summarized in Table 2.

Table 2. Year in Which Questionnaire Respondents Received Their M.A. Degrees

1960	1961	1962	1963	1964	1965
28	34	63	78	114	14*

*Includes only January graduates.

III.

EDUCATIONAL HISTORY OF MASTER OF ARTS GRADUATES

Relation of Time and Age to Receipt of Degree

Time Used to Meet Requirements of the Degree. The number of months required by graduates to complete their Master's degree is shown in Table 3. As can be seen from Table 3, only a small number of respondents completed requirements for the degree within a 12 month period. In fact only about 6.5 percent did so. Table 3 also reveals that about 50 percent of the respondents took more than three years to complete their degree. This, of course, reflects the fact that over 90 percent of our graduate students have not been full-time students. Since 74 or about 23 percent of the 324 respondents completed work for the degree in 24 months, it might be concluded that they carried some work each semester with six hours for each of two summers. In other words about 23 percent of our graduates were continuously enrolled either part or full-time during the period of their graduate studies, whereas about 77 percent were not.

Table 3. Number of Months from Beginning Work on Master of Arts to Conferring of Degree

Months	Number	Percent
12 or less	21	06.5
13 - 24	53	16.3
25 - 36	83	25.7
37 - 48	91	28.1
49 - 60	46	14.2
*More than 60	30	09.2
Total	324	100.0

*Since less than 60 months had elapsed between June of 1960 and February, 1965, it is apparent as noted earlier that a number of the above persons had done work under the cooperative arrangement with the University of Michigan.

Age when Degree Received. The age at which graduates were awarded their Master of Arts degree is summarized in Table 4. The youngest person awarded the degree was 23 and the oldest more than 50. The median age at which graduates received the Master of Arts degree from Northern Michigan University was 30. Also, as can be seen from Table 4 about 73 percent of the graduates received the Master of Arts by the age of 35. Since almost one-half of the respondents had completed the Master of Arts by the age of 30, it might be concluded that the availability of the graduate degree at Northern Michigan University has encouraged post-baccalaureate work soon after graduation from college.

Table 4. Age at which Master of Arts Degree was Conferred

Age	Number	Percent
25 or less	46	13.7
26 - 30	117	34.9
31 - 35	82	24.5
36 - 40	20	06.0
41 - 45	26	07.8
46 - 50	20	06.0
More than 50	24	07.1
Total	335	100.0

Time Between Baccalaureate Degree and Graduate Study. Respondents also provided information on time between receipt of their baccalaureate degree and initiation of graduate work. These data are summarized in Table 5.

Table 5. Time between Receipt of Baccalaureate Degree and Beginning of Work on Master's Program

Years	Responses	Percent
1 or less	168	52.4
2	30	09.3
3	30	09.3
4	14	04.3
5 - 10	48	15.0
10 or more years	31	09.7
Total	321	100.0

It is of interest to note that over half of the graduates began work on the Master of Arts degree within a year after receiving their baccalaureate degree. Also, as can be seen from Table 5, about 75 percent of the graduates started work on their Master of Arts within 4 or 4.5 years after completing work on the bachelor's degree. Although the number of persons with more than 10 years between the baccalaureate and Master of Arts degree represents only about 10 percent of the total, this does indicate that a substantial number of people do return for more education after having been away from the classroom, as a student, for a considerable length of time.

Undergraduate Programs

Source and Nature of Undergraduate Degree. About 71 percent of the respondents were graduates from an undergraduate curriculum at Northern Michigan University, about 11 percent were graduates of other Michigan institutions and approximately 18 percent were graduates of non-Michigan institutions. In other words a large proportion of graduates, about 82 percent, did their undergraduate work within the State of Michigan. Insofar as undergraduate preparation is concerned, better than 72 percent (251) of the respondents held the Bachelor of Science degree, with about 21 percent (74) holding the Bachelor of Arts and about 7 percent (21) other than the Bachelor of Arts or Bachelor of Science degrees. It is likely that "other" represents primarily or entirely the Bachelor of Music Education degree since 21 respondents indicated that they had completed their undergraduate work in the music curriculum.

Three hundred (about 85 percent) of the 349 respondents reported that they held a teaching certificate. This is consistent with expectations since most of Northern's certificate holders graduate with the Bachelor of Science degree. Of the 300 respondents holding regular teaching certificates, 41 were at the elementary level, 148 at the secondary level, and 111 at both levels. It should be noted that curricula available since September 1, 1963, require that persons graduating be certified teachers, but many of the respondents took their work when curricula in sociology, science, and business and economics were available.

Undergraduate Major. The undergraduate major of respondents is given in Table 6. Note that a total of 386 majors is listed. Since the maximum number of persons who could have responded was 349, this indicates that at least 36 had double majors as undergraduates. It should be pointed out that some of the double major responses could have occurred if one had a major field in qualifying on the elementary curriculum. Generally, however, students in the elementary curriculum graduate with four minors and no indicated major other than Elementary Education.

Table 6. Frequency of Undergraduate Majors Held by Master of Arts Graduates Arranged by Area

Area	Number	Percent
Language and Literature	(33)	(08.6)
English	28	07.3
Foreign Language	3	00.8
Speech	2	00.5
Science	(97)	(25.1)
Agriculture	2	00.5
Biological Sciences	35	09.1

Area	Number	Percent
Science (con't.)		
Chemistry	13	03.4
Conservation	6	01.5
Mathematics	32	08.3
Physical Science	9	02.3
Social Sciences	(83)	(21.5)
Economics	8	02.1
Geography	13	03.4
History	45	11.7
Philosophy	2	00.5
Political Science	2	00.5
Social Science	1	00.2
Sociology	12	03.1
Fine Arts	(26)	(06.7)
Art	4	01.0
Music	22	05.7
Education	(110)	(28.5)
Elementary Education curriculum	34	08.8
Health, Physical Education, Recreation	43	11.2
Home Economics	7	01.8
Industrial Education	22	05.7
Psychology	1	00.2
Education	3	00.8
Business	(37)	(09.6)
Total All Categories	386	100.0

From Table 6 it can be seen that each general area is fairly well represented. The general area with the largest number of undergraduate majors was education. This would be expected since it includes all persons who completed degree requirements under the elementary curriculum as well as several departments which enroll a substantial number of undergraduates.

Although more than 28 percent of the respondents had an undergraduate major in the general area of education, both the sciences and social sciences are well represented. As can be seen from Table 6, about 25 percent had undergraduate majors in the general area of science and about 22 percent had undergraduate majors in one of the social sciences.

It is of interest to note that most of the departments in which new Master of Arts curricula are now being planned are well represented, namely, English, Biology, and History. In the case of Speech Pathology (for which a Master of Arts curriculum is also being planned), it is a new area at the

undergraduate level so the small number of speech majors among M. A. graduates is not unexpected.

Undergraduate Minors. Respondents provided information on undergraduate minors as well as majors and as might be expected the total number of minors far exceeds the number of respondents. This excess of minors over number of respondents is to be expected as many graduates who had pursued secondary education undergraduate curricula would have had two minors and most students who graduated under the elementary curriculum would have had 4 minors (if Northern Michigan University graduates). Undergraduate minors of Master of Arts graduates are described in Table 7.

Table 7. Frequency of Undergraduate Minors Held by Master of Arts Graduates Arranged by Certain Areas

Area	Number	Percent
Language and Literature	(100)	(16.2)
English	69	11.2
Foreign Language	15	02.4
Speech	16	02.6
Science	(159)	(25.9)
Biological Sciences	55	09.0
Chemistry	26	04.2
Conservation	20	03.2
Earth Science	3	00.5
Mathematics	25	04.1
Physical Science, Physics, Elem. Science	30	04.9
Social Science	(198)	(32.0)
Economics	32	05.2
Geography	36	05.8
History	68	11.0
Political Science	21	03.4
Sociology, Social Work	17	02.7
Social Science	24	03.9
Fine Arts	(43)	(07.0)
Art	8	01.3
Music	21	03.4
Fine Arts	14	02.3
Education	(85)	(13.8)
Health, Physical Educ., and Rec.	27	04.4
Home Economics	3	00.5

Area	Number	Percent
Education (con't.)		
Industrial Education	21	03.4
Psychology	32	05.2
Education	2	00.3
Business	(25)	(04.1)
Other	(7)	(01.0)
Total All Categories	617	100.0

Table 7 reveals that more graduates held undergraduate minors in the social sciences and in the sciences than in any other areas. Language and literature as well as the fields grouped under education were also quite well represented. (It should be noted that graduates of Northern Michigan University who complete work on the elementary education curriculum normally have minors in English, social science, science, and fine arts.) It is interesting to note that only one respondent had taken psychology as his undergraduate major, but 32 persons checked it as an undergraduate minor.

The three departments with the highest number of undergraduate minors were English, History, and Biology. These are three of the four departments for which curricula leading to the new Master of Arts degree are being developed.

Graduate Programs

Graduate Curricula. The graduate curricula of Master of Arts graduates are summarized in Table 8. As can be seen from this table almost half of the graduates were in curricula directly concerned with teaching. Next in order of frequency and accounting for about 27 percent of the graduates were the curricula in educational administration. The curriculum in guidance and counseling produced a substantial portion of graduates also when one considers that it ranked third in size for a single area. The number of graduates who were in elementary curricula (teaching and administration) is notably small, 14.4 percent, in view of the needs in elementary education.

Table 8. Graduate Curricula of Master of Arts Graduates By General Area

Curriculum Area	Number	Percent
Teaching	(168)	(49.4)
Teaching a Subject	103	30.2
Secondary Education	35	10.3
Elementary Education	30	08.9

Curriculum Area (con't.)	Number	Percent
Educational Administration	(93)	(27.2)
Secondary	45	13.2
Elementary	19	05.5
General	29	08.5
Guidance and Counseling	(40)	(11.7)
Subject Area	(40)	(11.7)
Business and Economics	12	03.6
Science	21	06.1
Sociology	7	02.0
Total All Categories	341	100.0

In view of the short history of the subject matter curricula and the rather large number of persons completing work under the Master of Arts in teaching curriculum, one might reasonably conclude that there seems to have been and is a substantial demand for the type of curricula that are currently being developed.

Transfer Credit. The number of hours of graduate credit transferred to Northern Michigan University is briefly summarized in Table 9. It will be noted from Table 9 that slightly more than half of the graduates transferred no credit toward their Master of Arts degree. For those former students who indicated that some credit was transferred, an undetermined amount was actually earned under the Northern Michigan University - University of Michigan cooperative program but listed by respondents as transfer credit. Thus, some of the "transfer" credit reported was earned on the campus of Northern Michigan University. Those persons who reported more than 10 transfer credit hours quite obviously included some credits earned under the cooperative program or presented more than 10 hours from another institution even though only 10 could be credited towards a degree.

Table 9. Number of Hours of Credit Transferred

Hours Transferred	Number of Responses	Percent
1 or less or none indicated	178	51.0
2 - 6	84	24.1
7 - 10	57	16.3
11 or more	30	08.6
Total	349	100.0

Participation in Cooperative Program. About 42 percent of those who received M. A. degrees between 1960 and 1965 completed at least some work under the cooperative arrangement with the University of Michigan. As can be seen from Table 10, the amount of such credit ranged from a few hours to more than 25, the actual range being 2 to 28 semester hours. When Northern initiated its own Master of Arts program in 1960, credit earned under the cooperative plan was accepted as resident or extension credit depending upon its original designation.

Table 10. Number of Hours of Credit Earned by Respondents Under the Cooperative Program

Semester Hours Credit	Responses	Percent
None	202	57.9
2 - 7	55	15.8
8 - 13	45	12.9
14 - 19	23	06.6
20 - 25	19	05.4
26 and over	5	01.4
Total	349	100.0

Extension or off-campus work. A substantial portion of Northern's graduate students take some of their work off-campus. As can be seen from Table 11 almost half of the graduates reported that they had applied some extension credit toward their Master's degree. Two persons indicated that they had taken more than 12 hours; however, since no more than 12 hours of Northern Michigan University extension credit may be applied toward the Master of Arts degree, credit beyond the 12 hours would be extra credit. A total of 119 persons or about 35% of all respondents indicated that they had applied 4 or more semester hours of extension credit toward their Master of Arts program.

Table 11. Northern Michigan University Extension Credit Applied Toward Master of Arts Degree

Extension Credit Semester Hours	Number Responses	Percent
None	187	53.6
1 - 6	116	33.2
7 - 12	44	12.6
13 or more	2	00.6
Total	349	100.0

Graduate Work Since Receiving the Master of Arts Degree

Additional Graduate Degree Work. Only a small number of graduates (11) reported that they had earned another degree since receiving the Master of Arts at Northern. Two reported that they had received an Education Specialist degree, five had earned a second Master's degree, one a Library Science Certificate, one a certificate as a reading specialist, one a Secondary Teaching Certificate, and one a certificate qualifying as an athletic director.

Fifty-seven or about 17 percent of the graduates indicated that they were working towards but had not yet completed another degree since obtaining their M.A. Sixteen of these were engaged in doctoral study, 19 were working on an Education Specialist degree, 11 on a second Master's degree, and 11 on specialist certificates of various kinds.

Credit Hours Earned beyond M.A. Degree. Ninety-five or about 27 percent of the respondents had earned additional credit since receiving the Master of Arts from Northern. The extent of this additional work is summarized in Table 12.

Table 12. Semester Hours Credit Earned Since Receiving the Master of Arts Degree

Semester Hours Credit	Number Responses	Percent
None	254	72.8
1 - 6	52	14.9
7 - 12	22	06.3
13 - 18	7	02.1
19 - 24	4	01.1
25 - 30	6	01.7
over 30	4	01.1
Total	349	100.0

IV.

EMPLOYMENT OF MASTER OF ARTS GRADUATES

Position Prior To and Following Degree

Graduates were asked to indicate the type of position held just prior to and immediately following receipt of their Master of Arts degree as well as at the time of the study. Their responses are summarized in Table 13.

As would be expected a large majority (about 85 percent) of the graduates were employed both prior to and following receipt of the Master's degree in some capacity in an elementary or secondary school. Also as one might anticipate, there was a small decline in the number of persons engaged in classroom instruction following the degree and an increase in the number employed in administrative and counseling and guidance positions. Also as can be seen from Table 13, although the absolute number of persons involved was not great, there was a marked increase in the number of graduates employed in higher education following receipt of the Master of Arts degree.

Not readily apparent from Table 13 is the extent to which graduates changed from one type of position to another following receipt of their M. A. degree. These shifts tended to be largely compensating, that is some persons changed from elementary to secondary teaching, others from secondary to elementary, etc. However, using the employment classification from Table 13 it was found that 109 respondents or about one-third of the graduates held a position at the time of the survey different from that held immediately prior to graduation. Also, in comparing positions held immediately following graduation and at the time of the survey it was found that 49 persons (about 14 percent of graduates) had changed to a different employment category in the intervening period. A detailed account of these changes may be found in Appendix B.

Relevance of Present Employment to Training

Graduates were asked to judge the relevance of their present employment to their area of graduate study. As can be seen from Table 14 about 76 percent of the respondents felt that their present position was either closely or somewhat related to their area of graduate study, whereas about 24 percent felt their graduate training had little or no relationship to their current employment.

Table 13. Employment of Master of Arts Graduates Prior to and Following Degree

Position	Prior to Degree		Immediately Following Degree		Spring, 1965	
	Number	Percent	Number	Percent	Number	Percent
Secondary Teaching (including Junior H.S.)	170	55.7	168	56.6	150	49.3
Elementary Teaching	55	18.0	44	14.8	45	14.8
Student	24	07.9	2	00.7	5	01.6
Elementary & Secondary Guidance Counseling	12	03.9	22	07.5	22	07.2
Elementary Administration and Supervision	10	03.3	20	06.7	19	06.2
Government or Military	9	03.0	9	03.0	7	02.3
Secondary Administration and Supervision	8	02.6	11	03.7	21	06.9
College or University Administration,Counseling	4	01.3	1	00.3	5	01.6
Business or Industry	3	01.0	2	00.7	7	02.3
Clergy	3	01.0	2	00.7	2	00.7
Housewife	3	01.0	1	00.3		
Social Work	3	01.0	1	00.3	4	01.3
College or University Teaching	1	00.3	12	04.0	15	04.9
Other			2	00.7	2	00.7
Total	305	100.0	297	100.0	304	100.0
No Response	44		52		45	

Table 14. Relationship of Present Position to Graduate Study

Statement	Number	Percent
Position is in field of graduate study or closely related field	171	57.6
Is in field somewhat related to graduate study	54	18.2
Has little or no relationship to field of graduate study	72	24.2
Total	297	100.0
No Response	52	

Residence of Graduates

As can be seen from Table 15, more than 58 percent of the respondents stated that they were employed in the upper peninsula of Michigan with an additional 17 percent being employed in lower Michigan. Of those persons employed in other states, it is likely that the majority are employed in the northern part of Wisconsin. Thus a substantial majority of graduates have remained within close proximity of the University.

Table 15. Geographic Location of Present Positions of Respondents

Location	Number	Percent
Upper Peninsula of Michigan	179	58.5
Lower Peninsula of Michigan	52	17.0
Another State	72	23.5
Foreign Country	3	01.0
Total	306	100.0
No Response	43	

Income of Graduates

Income Attributable to M.A. Degree. Graduates were asked to estimate their increased annual earning attributable to having a Master of Arts rather than only a baccalaureate degree. Two hundred ninety-four persons made such an estimate; their estimates are summarized in Table 16. The estimated increase in annual earnings, because of the Master of Arts degree ranged from none to $6,000. The median annual increase given was $400. Sixty- four or about 22 percent of the respondents estimated that the Master's degree had resulted in an annual increase in salary of $1,000 or more.

Table 16. Estimate of Greater Annual Salary Because of Having the Master of Arts Degree

Estimated Increase in Salary	Number	Percent
$ 500 or less	203	69.1
$ 600 - $1000	46	15.6
$1100 - $1500	16	05.4
$1600 - $2000	13	04.4
$2100 - $2500	2	00.7
$2600 - $3000	10	03.4
$3100 - $3500	2	00.7
$4000 - above	2	00.7
Total	294	100.0
No Response	55	

Current Salaries. Two hundred ninety-nine fully employed graduates reported their salaries at the time of the survey. Their responses are summarized in Table 17.

Table 17. Current Salaries of 299 Fully Employed Respondents

Salary Range	Number	Percent
$5000 or less	3	01.0
$5100 - $ 6500	104	34.8
$6600 - $ 8000	127	42.5
$8100 - $ 9500	53	17.7
$9600 - $10,000	7	02.3
Above $10,000	5	01.7
Total	299*	100.0

*An additional six persons supplied salary data but were not fully employed.

The range of salaries for fully employed respondents was $4,200 - $20,000. Over three-quarters of the salaries were between $5,100 - $8,000. Approximately 94 percent of the persons who reported salaries were receiving $9,000 or less per year.

V.

REACTIONS TO GRADUATE PROGRAM

General Evaluation

Benefits of M.A. Degree. Graduates were asked to evaluate in a general way the value of their graduate training to them. Their general evaluation is given in Table 18. Almost all respondents indicated that their graduate work had been of at least some professional benefit to them. A few (about 1 percent) however, felt that their graduate work had benefited them very little or not at all. As noted earlier (Table 14), about one-fourth of the graduates reported that they held positions which had little or no relationship to their graduate study. Apparently most if not all of these persons felt that their graduate study had been of general value even though not directly related to their employment.

Table 18. Benefits Derived from Master of Arts Program

Benefit Expressed	Number	Percent
Much benefit to me professionally	215	62.7
Some benefit to me	124	36.1
Little or no benefit to me	4	01.2
Total	343	100.0
No Response	6	

Quality of Campus Learning Environment. Graduates were also asked to rate three general aspects of the learning environment at Northern, namely quality of instruction, general learning atmosphere, and adequacy of library facilities. Their responses are summarized in Tables 19 - 21.

Table 19. Graduates Rating of Quality of Instruction

Rating	Number	Percent
Good	240	69.8
Average	101	29.4
Poor	3	00.8
Total	344	100.0
No Response	5	

Table 20. Graduates Rating of Learning Atmosphere

Rating	Number	Percent
Good	251	72.9
Average	88	25.7
Poor	5	01.4
Total	344	100.0
No Response	5	

Table 21. Graduates Rating of Library Facilities

Rating	Number	Percent
Good	130	37.6
Average	172	49.7
Poor	44	12.7
Total	346	100.0
No Response	3	

As can be seen from Tables 19 and 20, most graduates (about 70 percent considered the instruction they had received as well as the general learning atmosphere to be good. Most of the remaining 25 to 30 percent felt instruction and learning atmosphere were of average quality but a small number (about 1 percent) considered both instruction and learning atmosphere to be poor.

Library facilities were not rated as highly as instruction and learning atmoshpere (see Table 21). About half the graduates considered the library to be of average quality, about 38 percent considered the facilities to be good, and about 13 percent rated facilities as poor. Although graduates' evaluation of library facilities was fairly favorable, it should be recognized that many respondents did their graduate work when the student enrollment was considerably less than at the present time. In other words, under the currently more crowded conditions, the facilities might well be considered less adequate. The Learning Resources Center now being planned will, of course, greatly improve the library and other instructional resources.

Evaluation of Off-campus Graduate Courses. Graduates who had taken some of their graduate work in extension classes were asked to make a general evaluation of their extension work. Twelve or a little more than 5 percent of the 217 persons who responded to this item indicated that they had found their extension work more effective than courses taken in residence. Approximately 63 percent of the respondents rated extension and residence work as equally effective, and about 32 percent felt their extension work had been less effective than their residence work. It should be noted that respondents were reacting to off-campus work taken from other institutions as well as Northern Michigan University.

Reactions to Courses and Curricula

Most and Least Valued Courses. In an attempt to get reactions to specific courses, graduates were asked to list the three graduate courses taken at Northern which they found most and least helpful to them. Since courses

were selected from a large number of courses offered over a period of years, summarization in a meaningful manner is difficult. Some summary data are presented, however, in Tables 22 and 23 and in Appendix B.[1] In summarizing data reported in Tables 22 and 23 and Appendix B, each course listed as least or most helpful was classified in one of the following categories:

Education -- any course designated in the University Bulletin as Education (does not include courses designated as psychology even though offered within the same department).

Major field -- courses in major field if other than an education curriculum.

Cognate -- courses in subject areas other than education but not in the M. A. graduate's major field.

In using these definitions to classify courses taken by graduates who majored in one of the education curricula only two classifications apply, education (synonomous with major field) and cognate. In the case of the Master of Arts in Teaching curriculum as well as curricula leading to a Master of Arts degree in a subject area, all three classifications were used. For example, if a student completed the curriculum for a Master of Arts in Teaching English, courses designated in the University Bulletin as Education were classified as education, courses from the field of English were classified as being in his major field, and courses from history, speech, etc. were classified as cognates.

Table 22 presents a brief summary of the number of education, cognate, and major field courses listed by graduates as being most helpful to them. As can be seen from Table 22, only 319 of the respondents replied to this item and each respondent did not, in all instances, list as many as three courses (if each had listed three courses the total number of courses in Table 22 would be three times the number of respondents).

It is apparent from Table 22 that graduates tend to value most highly courses in their major field. Thus, about 69 percent of the courses selected as most helpful by graduates from education curricula were courses designated as education. Also, about 83 percent of the graduates from the Master of Arts in Teaching and Master of Arts in subject areas indicated as most helpful courses from their major field.

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[1]Specific course lists are on file in the Office of the Dean of Graduate Studies.

Table 22. Number and Percent of Courses by General Type Listed by Master of Arts Graduates as Most Helpful

Curriculum of Respondents	Type of Course								Number of Respondents
	Total Number	Total Percent	Education Number	Education Percent	Cognate Number	Cognate Percent	Major Number	Major Percent	
Elementary Education	79	100.0	56	70.9	23	29.1	*		27
Secondary Education	93	100.0	44	47.3	49	52.7	*		31
Administration (Elementary, Secondary, General)	240	100.0	178	74.2	62	25.8	*		87
Guidance and Counseling	114	100.0	84	73.7	30	26.3	*		40
Total Education	(526)	(100.0)	(362)	(68.8)	(164)	(31.2)	*		(185)
Master of Arts in Teaching	295	100.0	34	11.5	25	08.5	236	80.0	100
Master of Arts (in Subject)	99	100.0	2	02.0	6	06.1	91	91.9	34
Total Subject Area	(394)	(100.0)	(36)	(09.1)	(31)	(07.9)	(327)	(83.0)	(134)
Total All Curricula	920	100.0	398	43.3	195	21.2	327	35.5	319

*Included under Education

Table 23. Number and Percent of Courses by General Type Listed by Master of Arts Graduates as Least Helpful

Curriculum of Respondents	Type of Course								Number of Respondents
	Total		Education		Cognate		Major		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Elementary Education	52	100.0	38	73.1	14	26.9	*		22
Secondary Education	74	100.0	55	74.3	19	25.7	*		28
Administration (Elementary, Secondary, General)	168	100.0	106	63.1	62	36.9	*		67
Guidance and Counseling	67	100.0	40	59.7	27	40.3	*		33
Total Education	(361)	(100.0)	(239)	(66.2)	(122)	(33.8)	*		(150)
Master of Arts in Teaching	195	100.0	114	58.5	23	11.8	58	29.8	84
Master of Arts (in Subject)	58	100.0	21	36.2	11	19.0	26	44.8	29
Total Subject Area	(253)	(100.0)	(135)	(53.4)	(34)	(13.4)	(84)	(33.2)	(113)
Total All Curricula	614	100.0	374	60.9	156	25.4	84	13.7	263

*Included under Education

Note from Table 23 that respondents (except for Master of Arts in subject area graduates) tended to more often select least helpful courses from education rather than from other areas. About two-thirds of the least helpful courses listed by graduates from education curricula were classified as education courses, and about half of those selected as least helpful by graduates from other curricula were classified as education. This preponderance of education courses among those listed as least helpful may be accounted for at least in part by the ratio of education courses to other courses taken by graduates; for example, a student in one of the education curricula may have taken as much as two-thirds his work in courses classified as education.

It may be noted from Table 23 that a substantial number of respondents (86) did not list any least helpful courses and that a number who listed courses included less than three courses. A number of those who listed no courses made comments such as "all were helpful" or "none" (were least helpful).

In making inferences about the data reported in Tables 22 and 23 and in Appendix B, one needs to keep in mind that a "forced choice" technique was used. In other words, courses listed as most highly valued were not necessarily highly valued in an absolute sense, nor were courses listed as least valued necessarily considered of little or no value to the respondent.

Desired Courses. Graduates were asked to list three courses which they would like to have taken had they been available. The courses listed were classified on the basis of the title or brief description provided in the same manner as least and most valued courses. A brief summary of the types of courses listed may be found in Table 24 and additional data, including examples of specific courses, in Appendix B[2]. The summary in Table 24 includes only specific courses, that is, general responses such as "more cognates" or "more in education" have been ignored. Only 179 respondents listed specific courses and a number of these included less than the three courses requested.

It is apparent from Table 24 that courses which graduates stated they would like to have taken were predominantly within their major field. The only seeming exception to this was in the Secondary Education curriculum where 78 percent of the courses listed were classified as cognates. This is, of course, not surprising in view of the subject matter specialization at this level.

Many of the courses included have been offered at Northern a number of times, but perhaps not at a time convenient to the persons who listed them. Although it should not be implied that all of these courses would

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[2]More inclusive course lists are on file in the Office of the Dean of Graduate Studies.

Table 24. Number and Percent of Courses by General Type Which Graduates Would Like to Have Taken Had They Been Available

Curriculum of Respondents	Total Number	Total Percent	Education Number	Education Percent	Cognate Number	Cognate Percent	Major Number	Major Percent	Number of Respondents
Elementary Education	28	100.0	20	71.4	8	28.6	*		11
Secondary Education	46	100.0	10	21.7	36	78.3	*		20
Administration (Elementary, Secondary, General)	129	100.0	110	85.3	19	14.7	*		52
Guidance and Counseling	42	100.0	34	81.0	8	19.0	*		21
Total Education	(245)	(100.0)	(174)	(71.0)	(71)	(29.0)	*		(104)
Master of Arts in Teaching	144	100.0	11	07.6	3	02.1	130	90.3	55
Master of Arts (in Subject)	48	100.0	1	02.1	1	02.1	46	95.8	20
Total Subject Area	(192)	(100.0)	(12)	(06.3)	(4)	(02.1)	(176)	(91.6)	(75)
Total All Curricula	437	100.0	186	42.6	75	17.2	176	40.2	179

*Included under Education

actually have been taken by the persons listing them, it seems reasonable to infer that a number of students would have liked a greater variety of courses from which to choose in developing their programs. They have particularly pointed out that they would have preferred more opportunities from their fields of major interest.

Alternate Curricula. An attempt was made in the survey to ascertain the number of graduates who might have selected a different curriculum had it been available at the time of their matriculation. Eighty-five persons or about 24 percent of the 349 respondents indicated that they would have followed a different curriculum had it been available. Their responses are summarized in Table 25 and more detailed data may be found in Appendix B. An additional 70 persons responded to the item which requested this information but only to affirm their original choice of curriculum. One might assume that those who listed no alternate curriculum (264 or about 76 percent of the sample) would have selected the same curriculum even if a number of others had been available. However, it seems very likely that some of these persons also would have chosen a different curriculum had other choices been open to them.

Table 25. Alternate Curricula Graduates Would Have Selected Had They Been Available at Time of Matriculation

Actual Curricula	Alternate Curricula	Number	Percent
Curricula in Education	Special Education	7	14.3
	M.A. in Subject	20	40.8
	M.A. in Teaching Subj.	15	30.6
	Curriculum and Supervision	4	08.2
	Other Area of Education	3	06.1
		49	100.0
M.A. in Teaching in Subject	M.A. in Subject	16	61.5
	M.A. in Teaching Different Subj.	2	07.7
	M.A. in Education Curricula	8	30.8
		26	100.0
M.A. in Subject	M.A. in Different Subject	10	100.0

The majority of the respondents who indicated that they would have followed different curricula, had they been available, would have followed more specialized programs. In the case of curricula in education, about 14 percent would have pursued special education curricula such as those for visiting teachers, specialists in reading, teaching of the physically handicapped, etc. Over 70 percent indicated that they would have preferred curricula leading to the Master of Arts in a subject or the Master of Arts in Teaching a subject.

In the case of curricula leading to the Master of Arts in Teaching a subject, note from Table 25 that more than 60 percent of those who gave an alternate curriculum would have preferred the Master of Arts in a subject. Note also that all respondents who stated that they would have preferred a different curriculum and who followed a curriculum leading to the Master of Arts in a subject would have preferred the Master of Arts in a different subject.

Sixth-year Program. Three hundred twenty-three graduates provided information as to their interest in pursuing a sixth-year program if it were available. Of these, 218 or over 67 percent indicated that they would be interested in such a program. It is quite likely that respondents were thinking in terms of sixth-year curricula in a number of fields so that the demand within any particular area such as educational administration, counseling and guidance, etc. would not be this great. Also, it seems very unlikely that all of these would enroll in a sixth-year program were it offered, but it seems reasonable to conclude that the demand for and interest in such a program is substantial.

Final Comments. As a final item in the questionnaire graduates were invited to make comments, suggestions, etc. concerning graduate experiences at Northern Michigan University. A little more than half (185) of the respondents made a comment or suggestion pertinent to their experience at Northern.

After initial review of the open-ended comments a small number of descriptive categories were developed and used to classify each comment. Each comment was classified on the basis of its major "theme" in only a single category. The results are given in Table 26. It should be recognized that both the categories and the classification of comments were dependent upon the subjective judgment of the person who constructed the categories and made the tabulations. Other persons might well have interpreted the responses in a different manner.

As can be seen from Table 26 most of those who made general comments expressed a positive reaction to their program at Northern. Most of the critical comments concerned instruction and instructional techniques

Table 26. Comments Made by Graduates Concerning Experiences at Northern Michigan University

Nature of Comment	Curriculum of Respondents											
	All Curricula		Elementary Education		Secondary Education		Education Admin.		Guidance & Counseling		M.A. in Tchg.Subj.		M.A. in Subject	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Satisfied or pleased with program	111	60.0	10	66.7	14	77.7	26	53.1	15	53.5	29	58.0	17	68.0
Critical of one or more instructors and their instructional methods	31	16.8	4	26.6	1	05.6	9	18.4	8	28.6	7	14.0	2	08.0
Critical of lack of offerings and/or facilities	23	12.4	1	06.7	3	16.7	6	12.2			10	20.0	3	12.0
Constructive Suggestions	20	10.8					8	16.3	5	17.9	4	08.0	3	12.0
TOTAL	185	100.0	15	100.0	18	100.0	49	100.0	28	100.0	50	100.0	25	100.0

employed by a few instructors. A small number of graduates pointed out the need for improved physical facilities, particularly library, and others expressed a need for a wider range of course offerings. To give a better perception of the "flavor" of comments made by graduates, a number of them have been included verbatim in Appendix B.

APPENDIXES

APPENDIX A - Data Gathering Instruments

APPENDIX B - Supplementary Data

APPENDIX A

Data Gathering Instruments

NORTHERN MICHIGAN UNIVERSITY

Marquette, Michigan

We are inviting all people who hold the Master of Arts degree from Northern Michigan University to participate in a follow-up study. Northern Michigan University has now graduated over four hundred people with Master's degrees. It is felt that if all graduates participate, this is sufficient to make a valid study possible.

As most of you know, the present graduate program at Northern Michigan University received full accreditation in April of 1964 by the North Central Association of Colleges and Secondary Schools. We are now making plans for the development of new curricula. With your help, we feel that the follow-up study will aid in planning these new curricula, in improving existing programs and in providing valuable information about our graduates which can be of much help to many areas of the University. Would you please complete the enclosed questionnaire and return it in the enclosed self-addressed and stamped envelope as soon as practicable. You will notice that we have asked for your name and address; however, to insure the anonymity of your responses we shall detach your name and address from the questionnaire as soon as it has been received and prior to analysis.

The enclosed questionnaire is a preliminary form which is being sent to only about twenty-five graduates. Your responses will help us to revise this form prior to mailing to all participants. Please feel free to make any comments on the questionnaire which you think will be helpful in making a revision. Your cooperation will be greatly appreciated.

Very truly yours,

C. M. Bjork
Dean of Graduate Studies

CMB:get

Enclosures

NORTHERN MICHIGAN UNIVERSITY

Marquette, Michigan

We are inviting all people who hold the Master of Arts degree from Northern Michigan University to participate in a follow-up study. Northern Michigan University has now graduated over four hundred people with Master's degrees. It is felt that if all graduates participate, this is sufficient to make a valid study possible.

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Your cooperation will be greatly appreciated.

Very truly yours,

C. M. Bjork
Dean of Graduate Studies

CMB:get

Enclosures

NORTHERN MICHIGAN UNIVERSITY

Marquette, Michigan

A few weeks ago we mailed each of our Master of Arts graduates a letter and a questionnaire similar to the ones enclosed.

In the event the original materials were lost or mislaid, we would appreciate having you complete the questionnaire and return it to us as soon as it is convenient to do so.

Your cooperation will be greatly appreciated.

Very truly yours,

C. M. Bjork
Dean of Graduate Studies

CMB:get

Enclosures

NORTHERN MICHIGAN UNIVERSITY A-4

Marquette, Michigan

Graduate Degree Follow-Up Study

Please ignore handwritten numbers in parentheses; these are to aid in keypunching.

1. Age to nearest birthday: _____ years 2. Sex: M _____ (1) F _____ (2)

3. Marital Status: Single _____ (1); Married _____ (2).

4. My first course following admission to graduate studies at NMU was started on _____ (month) (year)

5. My Master's degree from NMU was conferred on _____ (month) (year)

6. Number of months elapsed from date of beginning work on M.A. and conferring of degree was: _____ months.

7. Age at which Master's degree conferred by NMU: _____ years.

8. My baccalaureate degree was conferred by (check one): Northern Michigan University (College) _____ (1); other institution in Michigan _____ (2); outside of Michigan _____ (3); foreign institution _____ (4).

9. Number of years (nearest whole number) elapsed between completion of baccalaureate and beginning work on Master's degree was _____ years.

10. My baccalaureate degree was (check one): B.A. _____ (1); B.S. _____ (2); Other (specify) _____ (3)

11. My undergraduate work resulted in: (check one): _____ (1) Elementary teaching certificate; _____ (2) Secondary teaching certificate; _____ (3) Both Elementary and Secondary certificates; _____ (4) No teaching certificate.

12. My undergraduate major(s) was (if one major check only one category, if two majors check two categories, etc.)

(01) _____ Elementary Curriculum (no specific major)
(02) _____ Art
(03) _____ Biological Science (incl. Botany, Zoology, etc.)
(04) _____ Business (Adm., Education, Accounting, etc.)
(05) _____ Chemistry
(06) _____ Conservation
(07) _____ Earth Science
(08) _____ Economics
(09) _____ English, Literature
(10) _____ Fine Arts (Combined Art, Music, etc.)
(11) _____ Foreign Language
(12) _____ Geography
(13) _____ Health, Physical Ed., Recreation
(14) _____ Home Economics
(15) _____ History
(16) _____ Industrial Education (Arts, Metal Work, etc.)
(17) _____ Mathematics
(18) _____ Music
(19) _____ Physical Science, Physics
(20) _____ Psychology
(21) _____ Political Science
(22) _____ Social Science
(23) _____ Sociology (Social Work)
(24) _____ Speech, Speech Correction
(25) _____ Other (specify) _____

Please complete the following. This portion of questionnaire will be removed upon receipt to insure anonymity of your responses.

Name: _____ Address: _____

If you would like a copy of report, check here _____

(Over)

13. My undergraduate minor(s) was (if one minor check only one category, if two minors check two categories, etc.)

(01) _____ Art
(02) _____ Biological Science (incl. Botany, Zoology, etc.)
(03) _____ Business (Adm., Education, Accounting, etc.)
(04) _____ Chemistry
(05) _____ Conservation
(06) _____ Earth Science
(07) _____ Economics
(08) _____ English, Literature
(09) _____ Fine Arts (Combined Art, Music, etc.)
(10) _____ Foreign Language
(11) _____ Geography
(12) _____ Health, Physical Ed., Recreation
(13) _____ Home Economics
(14) _____ History
(15) _____ Industrial Education (Arts, Metal Work, etc.)
(16) _____ Mathematics
(17) _____ Music
(18) _____ Physical Science, Physics, Elementary Science
(19) _____ Psychology
(20) _____ Political Science
(21) _____ Sociology (Social Work)
(22) _____ Social Science
(23) _____ Speech, Speech Correction
(24) _____ Other (specify) _____

14. My curriculum for the Master's degree was (check one):

(0) _____ Business and Economics
(1) _____ Sociology
(2) _____ Science
(3) _____ Elementary Administration
(4) _____ M.A. in teaching in subject: _____
(5) _____ Secondary Administration
(6) _____ General Administration & Superv.
(7) _____ Elementary Education
(8) _____ Secondary Education
(9) _____ Guidance and Counseling

15. My present position is (check one):

(01) _____ Elementary Teaching
(02) _____ Elementary Administration or Supervision
(03) _____ Elementary Counseling and Guidance
(04) _____ Secondary (incl. Jr. Hi.) Teaching
(05) _____ Secondary Administration or Supervision
(06) _____ Secondary Counseling and Guidance
(07) _____ College or University Teaching
(08) _____ College or University Administration
(09) _____ College or University Counseling
(10) _____ Business or Industry
(11) _____ Government or Military
(12) _____ Housewife
(13) _____ Retired
(14) _____ Student
(15) _____ Other (explain) _____

16. Just prior to receiving the Master's degree my position was:

(01) _____ Elementary Teaching
(02) _____ Elementary Administration or Supervision
(03) _____ Elementary Counseling and Guidance
(04) _____ Secondary (incl. Jr. Hi.) Teaching
(05) _____ Secondary Administration or Supervision
(06) _____ Secondary Counseling and Guidance
(07) _____ College or University Teaching
(08) _____ College or University Administration
(09) _____ College or University Counseling
(10) _____ Business or Industry
(11) _____ Government or Military
(12) _____ Housewife
(13) _____ Retired
(14) _____ Student
(15) _____ Other (explain) _____

17. My present position: (check one)

(1) _____ is in field of graduate study or closely related
(2) _____ is in field somewhat related to graduate study
(3) _____ has little or no relationship to field of graduate study

18. My first position after granting of Master's by NMU was in:

(01) _____ Elementary Teaching
(02) _____ Elementary Administration or Supervision
(03) _____ Elementary Counseling and Guidance
(04) _____ Secondary (incl. Jr. Hi.) Teaching
(05) _____ Secondary Administration or Supervision
(06) _____ Secondary Counseling and Guidance
(07) _____ College or University Teaching
(08) _____ College or University Administration
(09) _____ College or University Counseling
(10) _____ Business or Industry
(11) _____ Government or Military
(12) _____ Housewife
(13) _____ Retired
(14) _____ Student
(15) _____ Other (explain) _____

19. My present position is in:

(1) _____ upper peninsula of Michigan
(2) _____ lower peninsula of Michigan
(3) _____ another State
(4) _____ foreign country

20. In my estimation the M.A. degree has increased my annual earnings by $ _____ over what I might have expected with just the baccalaureate degree.

21. My present annual income is approximately $ _____ (disregard if you prefer not to answer).

22. In general, my graduate training has been (check one):

(1) _____ of much benefit to me professionally
(2) _____ of some benefit to me
(3) _____ of little or no benefit to me

23. In general, the quality of my graduate instruction was: Good ____ (1); Average ____ (2); Poor ____ (3).

24. I found the library facilities for my graduate training to be: Good ____ (1); Average ____ (2); Poor ____ (3).

25. I found the general learning atmosphere during my graduate work to be: Good ____ (1); Average ____ (2); Poor ____ (3).

26. Approximately _____ semester hours of my credit applied toward the Master's degree were transferred from another institution.

27. Approximately _____ semester hours of my graduate credit were earned under the cooperative plan with the University of Michigan.

28. Approximately _____ semester hours of my graduate credit were earned from NMU in classes designated as off-campus or extension.

29. From my experience, I consider graduate credit earned in off-campus situations to have been: more effective ____ (1); as effective ____ (2); less effective ____ (3) than the average course taken in residence.

(Over)

30. The three courses taken at the graduate level at NMU which I have found most helpful were:
    a)
    b)
    c)

31. The three courses taken at the graduate level at NMU which I feel to have been of least benefit to me were:
    a)
    b)
    c)

32. I believe that the following three courses would have been very helpful to me had they been available while working on my Master's degree:
    a)
    b)
    c)

33. Degrees received since earning M.A. at NMU: None _____(1); Doctorate _____(2); Education Specialist _____(3); Second Masters _____(4); Other (specify) _____(5)

34. Degrees on which work begun but not completed since leaving NMU: None _____(1); Doctorate _____(2); Education Specialist _____(3); Second Masters _____(4); Other (specify) _____(5)

35. I have earned _____ semester hours of graduate credit since receiving M.A. at NMU (convert quarter hours to semester hours by multiplying by 2/3).

36. At the time that I was a graduate student at NMU, I would have followed the _____ _____ curriculum had it been available.

37. If Northern Michigan University had a sixth year (education specialist's) program available, I would _____(1); would not _____(2) be interested in taking it.

38. Comments: Please make any comments, suggestions, etc. you wish concerning your graduate experience at NMU.

APPENDIX B

Supplementary Data

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I. Positions at time of Survey of Persons Employed in Other Categories Prior to M. A. Degree.

(1) 44 persons held positions as secondary school teachers prior to receipt of the Master of Arts degree. Positions at time of survey were as follows:

12 secondary school administrators or supervisors
7 college or university teaching
7 secondary school counseling or guidance
3 business or industry
3 students
2 elementary teachers
2 college or university counselors
2 housewives
2 military or government employment
1 elementary administrator or supervisor
1 elementary counselor
1 social worker
1 college or university administration
44

(2) 23 of the respondents classified themselves as students prior to receipt of the degree. Positions at time of survey were as follows:

12 secondary teachers
3 college or university teachers
3 secondary counselors or guidance directors
2 government or military service
1 elementary administration
1 business or industry
1 elementary teacher
23

(3) 16 persons who were elementary teachers just prior to receipt of the Master of Arts were in the following positions at time of survey:

12 elementary administration or supervision
1 housewife
1 business or industry
1 secondary teacher
1 college or university teacher
16

(4) 7 persons who were in counseling and guidance work at the secondary school level were employed at time of survey as follows:

4 secondary administration or supervision
2 business or industry
1 student
7

(5) 4 persons who were employed by government or the military were employed at time of survey as follows:

1 secondary education teacher
1 adult vocational education teacher
1 student
1 guidance counselor on secondary level
4

(6) 3 persons who were housewives were all teaching at the secondary level at the time of the survey.

(7) 3 persons who were employed in business or industry were employed at the time of the survey as follows:

1 student
1 secondary teacher
1 college or university teacher
3

(8) 3 persons who were in elementary administration or supervision were employed at time of survey as follows:

1 college or university teacher
2 secondary teachers
3

(9) 3 persons who were in secondary administration or supervision were employed at time of survey as follows:

1 college or university teacher
1 secondary teacher
1 government or military service
3

(10) (a) One person previously in social work was at the time of the survey a college or university teacher.
(b) One person who was working as a guidance and counseling person at the elementary school level was at the time of the survey an elementary school teacher.
(c) One person who taught at the college level was at the time of survey doing counseling and guidance work at the elementary level.

II. Positions at time of Survey of Persons Employed in Other Categories Immediately Following M. A. Degree.

(1) 28 people were engaged in teaching at the secondary level (including junior high school positions). Positions held at time of survey:

6 secondary administration and supervision
4 college or university teaching
3 students
2 business or industry
2 elementary administration and supervision
2 elementary teaching
2 housewives
2 secondary counseling and guidance work
2 government or military service
1 is in elementary counseling and guidance work
1 is a college or university administrator
1 is in social work
28

(2) 2 respondents were students.

At time of survey one was a secondary teacher and the other a college or university teacher.

(3) One of the 51 people was in government or military service, at time of survey he was a student.

(4) One person was in secondary school administration and at time of survey was in college or university teaching.

(5) 5 people were in counseling and guidance work at the secondary school level. They were employed at time of survey as follows:

3 teaching at the secondary school level
1 business or industry
1 college or university counseling and guidance work
5

(6) 2 people who were elementary school teachers were employed at time of survey as an elementary administrator and as a counseling and guidance person.

(7) 3 people were in elementary administration and supervision, at time of survey they were employed as follows:

2 secondary teachers (including junior high school)
1 elementary school teacher
3

(8) One person was in business or industry and at time of survey was a student.

(9) One person was retired as a secondary administrator and at time of survey was teaching at the secondary level.

(10) 3 persons were in college or university teaching and at time of survey were employed as follows:

1 business or industry
1 secondary school teacher
1 housewife
3

(11) One person was a housewife and at time of survey was teaching at the secondary school level.

(12) One person who was in a position covered by category designated as "other" was at time of survey a college or university teacher.

III. Description of Courses Included by 325 Respondents Who Listed One or More Most Helpful and/or Least Helpful Courses.

Table B-1. Courses Listed as Most Helpful to Master of Arts Graduates

A. Elementary Education Curriculum

Types of Courses	Number	Percent
3 in education	12	40.0
2 education and 1 cognate	6	20.0
1 education and 2 cognate	6	20.0
3 cognate courses	1	03.3
2 cognate (all listed)	1	03.3
2 education (all listed)	1	03.4
"all courses helpful"	3	10.0
	30	100.0

B. Secondary Education Curriculum

Types of Courses	Number	Percent
3 in education	5	16.1
2 education and 1 cognate	12	38.7
1 education and 2 cognates	5	16.1
3 cognate courses	9	29.1
	31	100.0

C. Administration (Elementary, Secondary, and General)

Types of Courses	Number	Percent
3 in education	40	46.0
2 education and 1 cognate	18	20.7
1 education and 2 cognates	12	13.8
3 cognates	4	08.1
2 education (all listed)	3	03.4
2 cognates (all listed)	3	03.4
1 education and 1 cognate (all listed)	2	02.3
1 education (all listed)	2	02.3
	84	100.0

D. Guidance and Counseling

Types of Courses	Number	Percent
3 in education	12	29.3
2 education and 1 cognate	16	39.0
1 education and 2 cognates	6	17.0
3 cognates	0	00.0
2 education (all listed)	5	12.2
2 cognates (all listed)	1	02.5
	40	100.0

E. Master of Arts in Teaching

Types of Courses	Number	Percent
3 in major subject field	65	63.7
2 in major, 1 cognate	3	02.9
1 in major, 2 cognates	2	02.0
3 cognates	3	02.9
2 in major, 1 education	10	09.8
1 in major, 2 education	3	02.9
3 education	3	02.9
1 major, 1 cognate, 1 education	4	03.9
1 education and 2 cognates	2	02.0
1 major and 1 education	1	01.0
2 education and 1 cognate	1	01.0
1 major course	1	01.0
2 major courses	2	02.0
"all were helpful"	1	01.0
"_____"	1	01.0
	102	100.0

F. Master of Arts (in subject)

Types of Courses	Number	Percent
3 major fields	28	80.0
2 major and 1 cognate	1	02.9
1 major and 2 cognates	0	00.0
3 cognates	1	02.9
2 major and 1 in education	1	02.9
1 major and 2 in education	0	00.0
3 in education	0	00.0
1 major (only)	1	02.9
2 major (only)	1	02.9
2 cognate and 1 in education	1	02.9
"_____"	1	02.6
	35	100.0

Table B-2. Summary of Most Helpful Courses by Broad Curriculum Area

Curricula in Education

Types of Courses	Number	Percent
3 in education	69	36.5
2 in education and 1 cognate	52	27.5
1 in education and 2 cognates	29	15.8
3 cognates	17	09.0
2 cognates	5	02.7
2 education	9	04.7
1 education and 1 cognate	2	01.1
1 education	2	01.1
"all courses helpful"	3	01.6
	188	100.0

Curricula Leading to Master of Arts in Teaching and Master of Arts in Subject Areas

Types of Courses	Number	Percent
3 in major field	93	67.9
2 in major and 1 in cognate	4	02.9
1 in major and 2 in cognates	2	01.4
3 cognates	4	02.9
2 major and 1 in education	11	08.3
1 major and 2 in education	3	02.2
3 in education	3	02.2
1 major, 1 cognate, 1 education	4	02.9
2 cognates and 1 in education	3	02.2
1 major and 1 in education	1	00.7
2 education and 1 cognate	1	00.7
1 major	2	01.4
2 major courses	3	02.2
"all were helpful"	1	00.7
"_____"	2	01.4
	137	100.0

Table B-3. Courses Listed as Least Beneficial to Master of Arts Graduates

A. Elementary Education Curriculum

Type of Courses	Number	Percent
3 in education	3	10.0
2 education and 1 cognate	7	23.3
1 education and 2 cognates	0	00.0
3 cognates	1	03.3
2 education	5	16.7
" "	5	16.7
2 cognates	1	03.3
1 education	3	10.0
1 education and 1 cognate	2	06.7
"all were helpful"	3	10.0
	30	100.0

B. Secondary Education Curriculum

Types of Courses	Number	Percent
3 in education	10	32.4
2 education and 1 cognate	6	19.4
1 education and 2 cognates	2	06.4
3 cognates	2	06.4
1 education and 1 cognate	3	09.7
2 education	3	09.7
1 education	2	06.4
"none"	1	03.2
" "	2	06.4
	31	100.0

C. Administration (Secondary, Elementary, and General)

Types of Courses	Number	Percent
3 in education	17	19.5
2 education and 1 cognate	8	09.2
1 education and 2 cognates	13	15.0
3 cognates	4	04.6
1 education and 1 cognate	4	04.6
2 education	8	09.2
2 cognates	5	05.6
1 cognate	2	02.3
1 education	6	07.0
"none"	2	02.3
" "	18	20.7
	87	100.0

D. Guidance and Counseling

Types of Courses	Number	Percent
3 in education	1	02.5
2 education and 1 cognate	5	12.2
1 education and 2 cognates	3	07.2
3 cognates	1	02.5
1 education and 1 cognate	4	09.8
2 in education	6	14.6
2 cognates	4	09.7
1 education	8	19.5
1 cognate	1	02.5
"all helpful"	1	02.5
"_____"	6	17.0
	40	100.0

E. Master of Arts in Teaching

Types of Courses	Number	Percent
3 in major area	7	06.9
2 in major and 1 in cognate	0	00.0
1 in major and 2 in cognates	0	00.0
3 in cognates	0	00.0
2 in major and 1 in education	4	03.9
1 in major and 2 in education	5	04.8
3 in education	12	11.8
1 in major, 1 cognate, and 1 in education	1	01.0
1 cognate and 2 in education	8	07.9
2 cognates and 1 in education	3	03.0
2 in education	12	11.8
2 in major	5	04.8
2 in cognate	1	01.0
1 in major and 1 in education	8	07.9
1 in education and 1 in cognate	5	04.8
1 in education	7	06.8
1 in major	5	04.8
1 in cognate	1	01.0
"none"	2	02.0
"all helpful"	2	02.0
"_____"	14	13.8
	102	100.0

F. Master of Arts in Subject Areas

Types of Courses	Number	Percent
3 in major	3	08.6
2 in major and 1 cognate	0	00.0
1 in major and 2 cognates	0	00.0
3 in cognates	1	02.9
2 in major and 1 in education	1	02.9
1 in major and 2 in education	1	02.9
2 cognates and 1 in education	2	05.8
3 in education	2	05.8
1 cognate and 1 in education	3	08.5
2 in education	1	02.9
2 in major	5	14.2
1 in cognate	1	02.9
1 in education	5	14.2
1 in major	4	11.4
" _____ "	6	17.0
	35	100.0

Table B-4. Summary of Least Beneficial Courses by Broad Curriculum Area

A. Curricula in Education

Types of Courses	Number	Percent
3 in education	31	16.4
2 education and 1 cognate	26	13.7
1 in education and 2 cognates	18	09.6
3 cognates	8	04.3
1 in education and 1 cognate	13	06.9
2 in education	22	11.6
2 cognates	10	05.3
1 in education	19	10.0
1 cognate	3	01.6
"none"	3	01.6
" _____ "	31	16.9
"all were helpful"	4	02.1
	188	100.0

B. Curricula Leading to the Master of Arts in Teaching and the Master of Arts in Subject Area

Types of Courses	Number	Percent
3 in major subject	10	07.3
2 in major and 1 in cognate	0	00.0
1 in major and 2 in cognates	0	00.0

3 in cognates	1	00.7
2 in major and 1 in education	5	03.7
1 in major and 2 in education	6	04.4
3 in education	14	10.3
1 in major, 1 in cognate, and 1 in education	1	00.7
1 in education and 2 cognates	5	03.7
1 cognate and 2 in education	8	05.8
1 in education and 1 cognate	8	05.8
2 in education	13	09.5
2 in major	10	07.4
2 in cognate	1	00.7
1 in major and 1 in education	8	05.8
1 in education	12	08.8
1 in major	9	06.6
1 in cognate	2	01.4
"none"	2	01.4
"all helpful"	2	01.4
"_____"	20	14.6
	137	100.0

IV. Description of Courses Respondents Would Like to Have Taken Had They Been Available.

Table B-5. Description of Courses Graduates Would Like to Have Taken Had They Been Available

A. Elementary Education

Types of Courses	Number	Percent
3 in elementary education	4	13.4
2 in education and 1 cognate	1	03.3
2 cognates and 1 in education	2	06.7
2 cognates	1	03.3
2 in education	1	03.3
1 in education and 1 cognate	1	03.3
1 in education	1	03.3
"more in elementary education"	2	06.7
"more methods courses"	2	06.7
no answer	15	50.0
	30	100.0

B. Secondary Education

Types of Courses	Number	Percent
3 in education	2	05.7
3 cognates	1	02.9
3 in undergraduate major field	7	20.0
2 in education	1	02.9
2 in cognates	2	05.7
2 in undergraduate major field	2	05.7
1 education and 1 cognate	1	02.9
1 in undergraduate major field	3	08.5
1 in education	1	02.9
no answer	15	42.8
	35	100.0

C. Administration (Elementary, Secondary, and General)

Types of Courses	Number	Percent
3 in educational administration and education	25	26.8
2 in education and 1 cognate	1	01.1
3 cognates (in undergraduate major areas)	4	04.4
2 in education	15	16.1
2 in cognates	1	01.1
1 in education and 1 cognate	1	01.1
1 in education	2	02.1
1 cognate	3	03.2
"more cognates"	2	02.1
no answer	39	42.0
	93	100.0

D. Guidance and Counseling

Types of Courses	Number	Percent
3 in guidance and counseling	5	12.5
3 in education	1	02.5
3 cognates	1	02.5
2 in guidance and counseling	3	07.5
2 cognates and 1 in education	1	02.5
2 in education	2	05.0
1 in guidance and counseling	3	07.5
1 in education	2	05.0
1 cognate	3	07.5
"all were available"	1	02.5
"_____"	4	10.0
no answer	14	35.0
	40	100.0

E. Master of Arts in Teaching

Types of Courses	Number	Percent
3 in major fields	33	32.0
3 in methods in field	1	01.0
3 in education	1	01.0
2 in major and 1 in education	1	01.0
2 in major fields	10	09.7
2 in major and 1 cognate	2	01.9
1 in major and 2 in education	1	01.0
2 in education	1	01.0
1 in major	4	03.9
1 cognate	1	01.0
"more in major and cognates"	4	03.9
"_____"	2	01.9
no answer	42	40.7
	103	100.0

F. Master of Arts in Subject Area

Types of Courses	Number	Percent
3 in major field	9	22.5
2 in major field and 1 cognate	1	02.5
2 in major field	7	17.5
1 in major	2	05.0
1 in major and 1 in education	1	02.5
"none"	2	05.0
"_____"	3	07.5
no answer	15	37.5
	40	100.0

Table B-6. Summary of Desired Courses by Broad Curriculum Classification

A. Curricula in Education

Types of Courses	Number	Percent
3 in education	37	18.7
3 cognates	13	06.5
2 in education and 1 cognate	2	01.0
2 cognates and 1 in education	3	01.4
2 cognates	6	03.0
2 in education	22	11.1
1 in education and 1 cognate	3	01.4
1 cognate	9	04.3

A. Curricula in Education (con't.)

Types of Courses	Number	Percent
1 in education	9	04.3
"more in education"	2	01.0
"more cognates"	2	01.0
"more in methods"	2	01.0
"all were available"	1	00.4
"_____"	4	02.0
no answer	83	42.9
	198	100.0

B. Curricula Leading to Master of Arts in Teaching and Master of Arts in Subject Fields

Types of Courses	Number	Percent
3 in major field	42	29.4
3 in methods of field	1	00.7
3 in education	1	00.7
2 in major and 1 in cognate	3	02.1
2 in major and 1 in education	1	00.7
2 in education and 1 in major	1	00.7
1 in major and 1 in education	1	00.7
2 in major field	17	11.8
2 in education	1	00.7
1 in major	6	04.2
1 in cognate	1	00.7
"more in major and cognates"	4	02.7
"_____"	5	03.5
"none"	2	01.4
no answer	57	40.0
	143	100.0

V. Examples of Courses Respondents Would Like to Have Taken.

Master of Arts Curriculum	Courses
A. Teaching Social Studies	"I cannot be specific here, but I would like to see, on the graduate level, more courses of a seminar type. Seminar courses to the graduate student, could be extremely valuable if required in his field."
B. Teaching Biology	a) Systematic Botany b) Ornithology c) Wildlife Management

C.	Master of Arts in Teaching Business	"More courses (at graduate level) in business."
D.	Master of Arts in Elementary Education	a) Education 546. Planning and Organization of Community Schools b) Education 684. Seminar in Administration and Supervision c) Any library course that would help you locate and learn of the materials available in a library
E.	Elementary Education	"More chance to specialize in a certain field of Elementary Education."
F.	Elementary Education	a) Library Science b) (Education) Gifted Child c) Modern Mathematics
G.	General Administration and Supervision	a) School Law b) School Finance
H.	Teaching of History	a) Historiography b) History of Africa in 20th Century c) History of S. E. Africa
I.	Master of Arts in Teaching Business	a) Data Processing Workshop b) Personnel Management c) Problems in Teaching Typewriting
J.	Secondary Education - English	Graduate Workshops in teaching of English
K.	Master of Arts in Teaching of H. P. E. R.	a) Course in aquatic b) Recreation and youth organizations. Community Recreation and organization and administration c) Tests and Measurements in H. P. E. R.
L.	Master of Arts in Science	"None."
M.	Master of Arts in Teaching Mathematics	a) Advanced calculus b) Statistics c) Computer programming (etc.)

N. Secondary Education - Mathematics i.e., treatment of specific teaching problems	a) Topics in Geometry b) Methods in Physics c) Philosophy and Evaluation of major secondary mathematics and science programs
O. General Administration and Administration	a) School Building planning b) Curriculum planning c) Transportation planning
P. Guidance and Counseling	a) Individual psychological testing (Benet - Wexler) b) More practice in counseling
Q. General Administration and Supervision	a) School Law b) School Finance c) Advanced German
R. Master of Arts in Teaching Music	a) Marching Band Techniques b) Ensemble Playing and its literature c) Summer Band and a Chorus
S. Counseling and Guidance	a) Individual Mental Testing b) A specialized course in how to set up, conduct, and administer a good, sound testing program for a school district with emphasis on K-6 and 7 - 12
T. Elementary Administration	a) Contemporary trends in Elementary Education b) Organization of the Elementary School c) School finance as it pertains to the elementary school
U. Business and Economics	a) Comparative Economic Systems b) Economic Development c) Some exposure to computer programming

V. Master of Arts in Teaching of English-A larger variety of English offerings

W. Elementary Education	a) Teaching of Remedial Reading b) Teaching of Arithmetic c) Course in observation and phoenics
X. Secondary Education - Science	a) Special Methods Course in English b) Tests and Measurements c) The High School Curriculum
Y. Guidance and Counseling	"All were available that were necessary."
Z. Secondary Education - Mathematics	a) Modern Geometry b) Review of College Calculus c) Analysis
Aa. Master of Arts in Teaching Industrial Arts	a) Trade and job analysis for trade and industry b) Curriculum development for trade and industry
Bb. Secondary Administration	a) High School curriculum b) School Finance c) School Law
Cc. Master of Arts in Teaching Social Studies	a) Social Psychology b) Income, Employment and Growth c) Intermediate Micro Economics
Dd. Secondary Administration	a) Course in School Finance and Budget b) School Law c) Course in School Policy (Board-Administration-Teaching) etc.

VI. Curricula Graduates Would Have Chosen Had They Been Available

Actual Curricula	If Available Would Have Followed	Number	Percent
Elementary Education	Special Education	7	70.0
	Master of Arts in Geography	1	10.0
	Same	2	20.0
		10	100.0

Actual Curricula	If Available Would Have Followed	Number	Percent
Secondary Education	Master of Arts in Subject	11	45.8
	Master of Arts in Teaching in Subject	9	37.5
	Vocational Education	1	04.2
	Same	3	12.5
		24	100.0
Administration (Elementary, Secondary, General)	Master of Arts in Subject	6	16.7
	Curriculum and Supervision	4	11.1
	Master of Arts in Teaching in Subject	5	14.0
	Guidance and Counseling	1	02.7
	Elementary Education	1	02.7
	Same	19	52.8
		36	100.0
Guidance and Counseling	Master of Arts in Subject	2	13.3
	Master of Arts in Teaching in Subject	1	06.7
	Same	12	80.0
		15	100.0
Master of Arts in Teaching in Subject	Master of Arts in Subject	16	34.8
	Master of Arts in Teaching in Different Subject	2	04.3
	Educational Administration	2	04.3
	Sixth-Year Program	2	04.3
	Vocational Education	3	06.6
	Guidance and Counseling	1	02.1
	Same	20	43.6
		46	100.0
Master of Arts in Subject	Master of Arts in a Different Subject	10	41.7
	Same	14	58.3
		24	100.0

VII. Sample of Comments Made in Response to Questionnaire Item 38.

A. Enjoyed it very much, but getting so expensive that it makes it very difficult for a teacher (sole support) with a large family to pursue further educational courses.

B. The thing that impressed me most at Northern is their concern for the individual student and the manner in which they make the most of the facilities they have.

C. I both thoroughly appreciated and enjoyed my graduate work at Northern. I shall always look with special favor upon those two years. If Northern had a doctoral program now, I'd be back.

D. The quality of teaching and teaching methods was poor in many instances. Superior instructors were _____, _____, _____.

E. All of my graduate on-campus courses were taken during summer school. I feel that about half of the visiting teachers (instructors) were indifferent and left a great deal to be desired. The other half were tops.

In all of my dealings with the registrar's office and the dean of men (students), I was given good information and treatment. I was especially pleased with all of the help and patience of my graduate advisor.

F. I think that the graduate program was very interesting and beneficial to me.

G. A better library would be a real asset. Courses are made by the instructor. If the instructor has enough time and energy to prepare and organize, the course is likely to be very good. A poor instructor leads to a poor course.

H. 1. A few of my classes were small and lent themselves well to the seminar approach. This size and type of class encourages and stimulates thinking and exchange of ideas. I would like to see more of this type of class, particularly at the graduate level.

2. Although I appreciate the problems involved in open library stacks, research would be facilitated by greater access to books.

3. The library facilities had improved somewhat since my undergraduate years, but I felt some lack of new, up-to-date books in some areas.

4. On the whole, my graduate training was interesting, stimulating, and challenging.

I. I felt that Northern made every effort to provide high quality instructors in their summer graduate program.

The graduate program certainly seems to make one realize how minutely he has scratched the surface of education as he attains a bachelor's degree.

J. A most worthwhile educational experience requiring a great deal of hard work.

K. I continue to be grateful for the summers spent at Northern Michigan University. My graduate experience at Northern Michigan was rich and rewarding.

L. I believe that the Master's program is of high caliber, but they are only going to remain there if the instructors are of the same high standard. The program is fair in not causing a person to suffer the mental anguish of an examination or thesis which, I feel, keep a person from using this time to increasing his knowledge of new topics.

I also appreciated the close contact between student, instructors and administration for without this, I would not have been encouraged to rise above an almost certain set back.

M. Some visiting instructors were excellent, others very poor. I feel that these people should be subjected to closer screening. Any teacher who admits he grades on quantity, not quality - (name), definitely has the wrong attitude. My summer in his class was poorly spent.

N. While any comments I make can only be judged in comparison to what I have seen since leaving (this person is well on way to Ph.D.) Northern Michigan University, I feel that, all in all, the program I studied was very well planned and the level of instruction; particularly by _____ of the _____department was comparable to any that I have had.

The only shortcoming would be the library facilities, and I am sure that most of the instructors in the school are already aware of this problem.

O. The general program at Northern was very well presented by individuals whom I thought were generally very competent. My major objection would be in terms of the very limited offerings in terms of extension work. It is extremely questionable as to whether or not the question of residence credit and off-campus credit should be interpreted as narrowly as it has been and remains today.

P. To me the most valuable experience has been the bringing in of nationally known and highly respected personnel in the counseling program. I feel the quality of the work offered in this field is comparable to that received anywhere. I have just returned from the national APGA convention and at least five of the persons who have been on campus at Northern Michigan University are leaders at the national level. I sincerely believe that you can be very proud of the program at Northern Michigan University.

Q. There were courses in which I had an extreme overload of outside reading and assignments that I felt detracted from time that could have been spent on true, subject matter - seemingly an overload of busy work of little consequence in various classes. Very fine cooperation from advisers and administrative officials such as Dr. _____ and Dr. _____.

Excellent campus atmosphere and accomodations.

Generally well satisfied with the total experience at Northern Michigan University.

R. I think that visiting professors add a great deal of variety and interest on campus during the summer.

S. Miller Analogies Test is not valid instrument in predicting success in graduate school (at least it wasn't for me). I felt that there was too much "busy" work in many courses but quality of professors was good.

T. I enjoyed and also learned from my summer experiences at Northern, but my major criticism is that some of the visiting faculty members for the summer sessions were here on vacation, did a minimum of teaching and assigned a maximum of work which, for the most part, had no bearing on grade received. Granted that they may have enjoyed their stay, but relating their experiences about fishing, boating, etc. should not have occupied the majority of the class sessions.

U. I feel that the 31 graduate hours I earned for the Master of Arts degree were the hardest hours I ever earned. Further, many visiting instructors added to the courses, as it broadened the scope of the class.

I personally feel that a Northern Michigan University graduate does not have to feel inferior to one of any other school, and would welcome an education specialist program.

V. Generally it has been my experience that visiting professors have used the summer as a vacation and conducted their classes accordingly.

W. Generally speaking, the quality of instruction I received at Northern was far better that that which I received at _____ (8 semester hours).

X. I found my graduate years to be fruitful and stimulating. However, I do believe that a number of courses might be brought up to date and other more stimulating courses added to the curriculum, which apply directly to the teaching situations of the students enrolled.

Y. I found my graduate studies at Northern Michigan University to be challenging and enjoyable for the most part. I do feel, however, that too many research papers were required during the summer sessions. How can one possibly do justice to five research papers in one six-week summer session? A more detailed and complete study in an area of interest might be more profitable.